

General Certificate of Secondary Education

A972/21

History: Modern World History

How was British Society Changed,
1906-1918?

Morning/Afternoon

Specimen Paper

Time: 1 hour 30 minutes

Additional materials: Answer Booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet
- Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this
- Read the question carefully. Make sure you know what to do before you start each answer
- Answer **all** the questions
- Write your answers in black ink, in the answer booklet
- Write the numbers of the questions you have answered in the box on the front of the answer booklet

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **50**.

This document consists of **7** printed pages and **1** blank page.

How was British Society changed, 1906-1918?

Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.

In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.

Answer ALL questions.

1 Study Source A.

What is the message of this poster? Use details of the poster and your knowledge to explain your answer. **[6]**

2 Study Sources B and C.

Which source do you think gives a more accurate view of life in Britain during the war? Use details of the sources and your knowledge to explain your answer. **[9]**

3 Study Source D.

Are you surprised that the government issued this poster in 1917? Use details of the poster and your knowledge to explain your answer. **[7]**

4 Study Sources E and F.

Does Source F prove Source E is wrong? Use details of the sources and your knowledge to explain your answer. **[9]**

5 Study Source G.

How useful is this report for understanding how the First World War affected people in Britain? Use details of the report and your knowledge to explain your answer. **[7]**

6 Study **all** the sources.

‘Civilians in Britain suffered during the First World War’.

How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. **[12]**

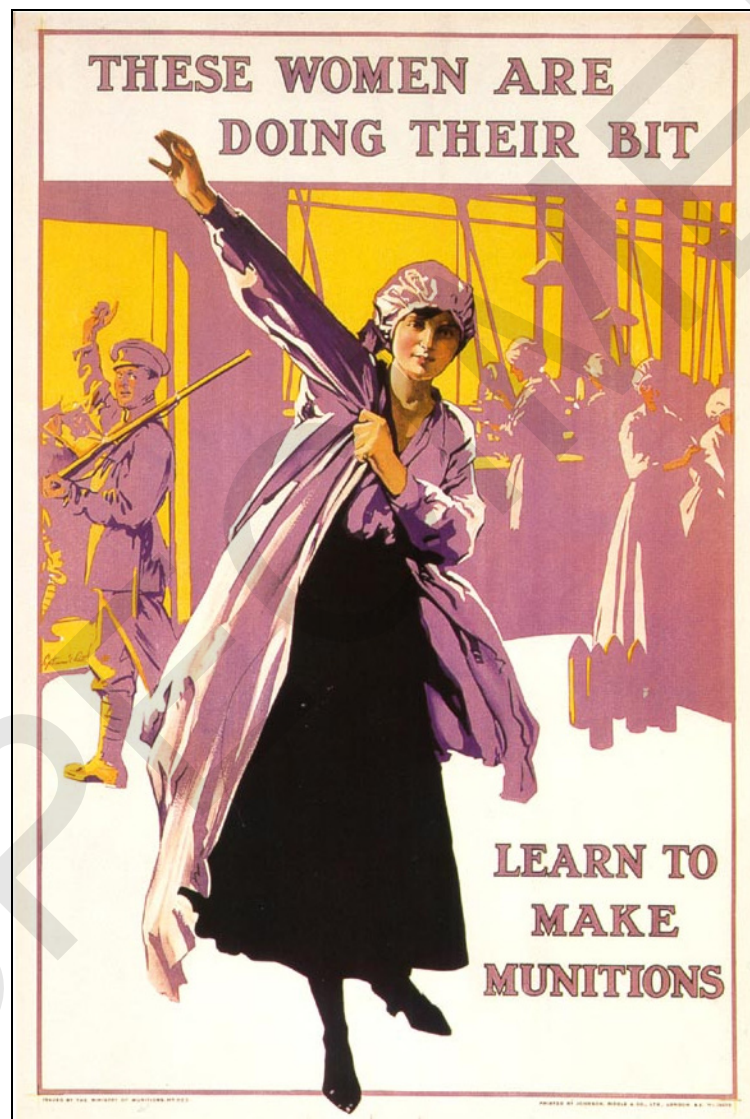
[Total: 50]

The Home Front

Background Information

During the First World War civilians in Britain became part of the conflict in a way which had never happened before. Some historians argue that attacks from the sea and the air meant civilians were actually in the 'front line', as they were targets of enemy action. There were also many limits on the freedom of individuals because of government regulations. Other historians, however, argue that the war also provided better opportunities for men and women. So, did civilians suffer or benefit during the First World War?

Source A



A British government poster, 1917.

[Turn over

Source B



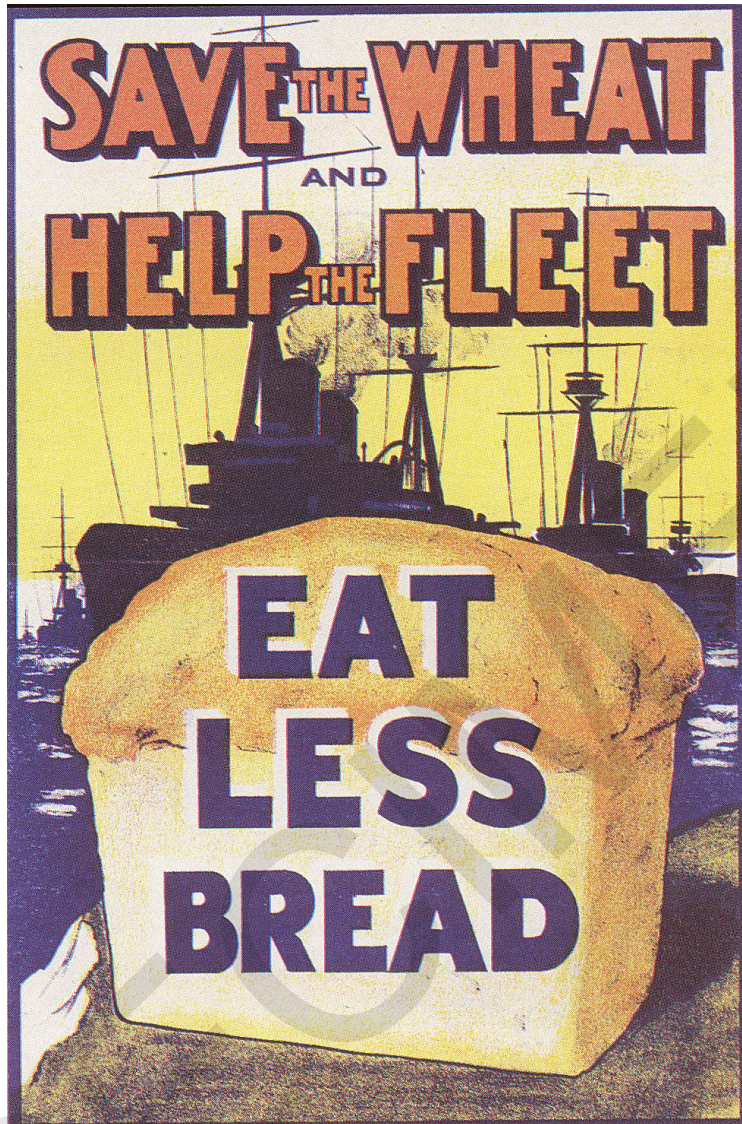
A British government poster 1916.

Source C

You see, us being an island hardly any food could get through, because of what the Germans were doing. My family lived on black bread and on bones from the butcher made into soups. When some food did get delivered to the shops everyone for miles around gathered, but if you were old, sickly or a child you stood no chance. If the police kept control a queue would form and stretch for miles. Many people, especially children, died of starvation. Food riots were very common.

A Londoner, speaking in 1984, about his experiences in the war.

Source D



A British government poster, 1917.

[Turn over

Source E

The women at a London aircraft works painted aeroplane wings with poisonous varnish. They worked from 8am to 6.30pm, but often until 8pm. Meals were taken in the horrid atmosphere of the workshop. So terrible were the varnish fumes that it was common for 6 or more of the 30 women to be lying ill on the stone floor outside the workshop for half an hour, unconscious for part of the time.

Sylvia Pankhurst describing the war work of women, 1932.

Source F

In 1915 I decided to make a contribution to the war effort and volunteered to make shells in a London munitions factory. I don't think any worker can have enjoyed their work more than I did. Other women developed much more skill than me and they did far more important work, but they would never have known the enjoyment I experienced. When I was on an interesting job it was nothing to leap out of bed at 5.15 on a frosty morning and I almost danced down Queen's Road under the stars, thinking of the day's work before me.

An extract from the memoirs of an upper-class woman, published in 1970.

Source G

My Staff Officer went outside the hotel and saw a Zeppelin overhead, very distinct against a clear sky, at a height estimated by him as 3,000 feet.

It was reported that a Zeppelin had passed over at 12.15 a.m. and had dropped 32 bombs on Hull. All arrangements for collecting wounded and extinguishing fires worked very well. Great credit is due to the splendid troops and fire brigade for saving Holy Trinity Church from destruction by the Hun.

The casualties up to date are 19 killed (5 men, 9 women and 5 children), 24 seriously wounded, and 40 cases dealt with at dressing stations and sent home.

Report by Major General Ferrier, Commander of East Coast Defences, June 1915.

Copyright Acknowledgements:

Sources:

Source A: Fisher, *The Great War*, Collins, 1993, Source 12, p. 28

Source B: Aylett, *Britain & the Great War*, Hodder, 1993, Source A, p. 28

Source C: Radway, *Britain 1906-1918*, Hodder 2002, Source B, p. 26

Source D: Rees, *Britain & the Great War*, Heinemann, 1993, Source E, p. 39

Source E: McKenzie, *Shoulder to Shoulder*, Penguin, 1975

Source F: BBC History: bbc.co.uk/history; World War I, The Human Face of War, Joan Williams

Source G: National Archives Learning Curve: nationalarchives.gov.uk/learningcurve; The Zeppelin Raids; PRO Ref: Air 1/569/15/16/142; Report by Major General Ferrier 1915

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SPECIMEN

The maximum mark for this paper is 50.

SPECIMEN

Question Number		Mark
1	<p>Source A</p> <p>What is the message of this poster?</p> <p>Use details of the poster and your knowledge to explain your answer. [6]</p> <p>Level 0: No evidence submitted or response does not address the question. [0]</p> <p>Level 1: Description of surface detail/general assertion. [1] e.g. There is a soldier leaving women working in a factory.</p> <p>Level 2: Focus is a minor message of the poster, unsupported by detail from it. [1-2] e.g. Help the men going off to war.</p> <p>Level 3: Focus is main message of the poster, unsupported by detail from it. [3-4] e.g. With so many men going off to fight the war, women are needed in factories.</p> <p>Level 4: Focus is main message of the poster, supported by detail from it. [4-5] OR from contextual knowledge. e.g. With so many men going off to fight the war, women are needed in factories. The poster makes this point by showing men in the army, women making munitions – and inviting more women to ‘Learn to make munitions’.</p> <p>Level 5: Focus is main message of the poster, supported by detail from it and put into context. [6] e.g. By 1917 greater female input was needed for the war effort because so many men were in the forces after conscription in 1916. The poster exerts moral pressure by showing men in the army, women making munitions - and inviting more women to ‘Learn to make munitions’.</p>	
2	<p>Sources B and C</p> <p>Which source do you think gives a more accurate view of life in Britain during the war?</p> <p>Use details of the sources and your knowledge to explain your answer. [9]</p> <p>Level 0: No evidence submitted or response does not address the question. [0]</p> <p>Level 1: Description of surface detail/general assertion. [1-2] e.g. In Source B rich people are smoking, drinking and listening to the Kaiser. Source C tells us how people starved.</p> <p>If refers to one source only do not reward at top of level.</p>	

Question Number		Mark
<p>2</p> <p>Cont'd</p>	<p>Level 2: Accuracy depends on type of source. e.g. Source B is more accurate because it actually shows people and was drawn during the war. Source C is a memory long after the war ended.</p> <p>OR</p> <p>Details of the sources are matched/contrasted, but no/invalid comment on accuracy. If refers to one source only do not reward at top of level.</p>	[3-4]
	<p>Level 3: Valid comment on accuracy of a source/s supported by detail from it/them.</p> <p>OR from contextual knowledge. e.g. Source B is accurate in showing what people looked like, but is a piece of government propaganda about extravagant smoking and drinking - wasting resources needed to fight the war. Source C talks about starvation and food riots, but is a memory long after the war ended.</p> <p>If refers to one source only do not reward at top of level.</p>	[4-5]
	<p>Level 4 : Evaluates accuracy of one source based on general contextual knowledge of the war supported by detail from the source. e.g. Source B accurately shows how some people lived, comfortable and able to smoke and drink despite two years of war. Rich people were unaffected by food shortages and high prices and there was no conscription until 1916.</p>	[6-7]
	<p>Level 5: Evaluates accuracy of one source based on purpose in context supported by detail from the source. e.g. Source B accurate - shows some people comfortable and able to smoke and drink despite two years of war. Rich people unaffected by food shortages and high prices and no conscription until 1916. However, poster part of a government propaganda campaign to get people to support the war from its beginning in August 1914. So, the poster uses emotional blackmail ('Are you in league with the Kaiser?') to stop extravagance and help the war effort.</p>	[7-8]
	<p>Level 6: Compares the accuracy of both sources by evaluating them in context supported by detail from both sources. e.g. Source C gives a more accurate view - food supply problems, leading to food riots and long queues, caused by German U-boat campaign from 1915. Source B - obvious example of government propaganda, with an impossible picture of the Kaiser talking to rich Britons who are drinking and smoking. Rich people unaffected by food shortages and high prices and no conscription until 1916. However, poster part of a government propaganda campaign to get people to support the war from its beginning in August 1914. So, the poster uses emotional blackmail ('Are you in league with the Kaiser?') to stop extravagance and help the war effort.</p>	[8-9]
3	<p>Source D Are you surprised that the government issued this poster in 1917? Use details of the poster and your knowledge to explain your answer. [7]</p>	

Question Number		Mark
3 cont'd	<p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Description of surface detail/general assertion. e.g. No, there was a war on and people had to be careful about saving food.</p> <p>Level 2: Valid inference/s from the poster, unsupported by detail from it. e.g. No, it was issued to persuade people to think more carefully about saving food to help Britain win the war.</p> <p>OR Makes contextual reference without inference. e.g. No, German U-boats were sinking many of Britain's ships.</p> <p>Level 3: Valid explanation of why the government issued the poster, supported by detail from it. e.g. No, it was issued to persuade people to think more carefully about what they ate so that more effort could be put into winning the war. The image of a loaf with ships in the background reminded them that wheat was brought in from overseas.</p> <p>Level 4: Valid explanation of why the government issued the poster, supported from contextual knowledge. e.g. No, German U-boat campaign of unrestricted submarine warfare began in February 1915 and the government was desperate to avoid shipping losses. Consequently, a campaign to reduce food imports from other parts of the world was begun.</p> <p>Level 5: Valid explanation of why the government issued the poster, supported by detail from it and put into context. e.g. No, it was issued to persuade people to think more carefully about what they ate so that more effort could be put into winning the war. The image of a loaf with ships in the background reminded them that wheat was brought in from overseas. German U-boat campaign of unrestricted submarine warfare began in February 1915 and the government was desperate to avoid shipping losses. Consequently, a campaign to reduce food imports from other parts of the world was begun.</p>	<p>[0]</p> <p>[1-2]</p> <p>[2-3]</p> <p>[4-5]</p> <p>[5-6]</p> <p>[6-7]</p>
4	<p>Sources E and F.</p> <p>Does Source F prove Source E wrong?</p> <p>Use details of the sources and your knowledge to explain your answer.</p> <p>[9]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Comprehension only/general assertion. e.g. No, because they are about different jobs and different numbers of women.</p>	<p>[0]</p> <p>[1-2]</p>

Question Number		Mark
4 cont'd	<p>Level 2: Identifies/explains disagreement between the sources, unsupported. e.g. No, because Source F is only about one woman in love with her job, while Source E tells us how more women suffered in a different job. OR Details of the sources are matched, without explanation. If refers to one source only do not reward at top of level.</p> <p>Level 3: Identifies/explains disagreement between the sources, supported. e.g. No, Source E is about poor working conditions - working from 8 am to 8 pm painting aeroplane wings, and the effect on large groups of women. The other source, F, is only about the feelings of one woman making shells in a munitions factory. If refers to one source only do not reward at top of level.</p> <p>Level 4: Evaluates one source with reference to its language / purpose, supported by detail from it. e.g. No, trusts Sylvia Pankhurst in Source E because she was a champion of women and knew about their work. The problem is the biased language such as 'horrid atmosphere' and 'terrible fumes' in describing the work of women painting aeroplane wings. OR Uses knowledge of Sylvia Pankhurst's activities to evaluate Source E.</p> <p>Level 5: Judgement based on evaluation of both sources in context, supported by detail from them. e.g. No, because Source F uses exaggerated language about her work in a munitions factory, 'danced down the road to work'. The reality of munitions work for thousands of woman was quite different – cancer of the jaw, yellow skin. Trusts Sylvia Pankhurst in Source E because she was a champion of women and knew about their work. Despite her biased language such as 'horrid atmosphere' and 'terrible fumes' in describing the work of women painting aeroplane wings, she is more realistic than Source F.</p>	<p>[2-4]</p> <p>[4-6]</p> <p>[6-7]</p> <p>[8-9]</p>
5	<p>Source G</p> <p>How useful is this report for understanding how the First World War affected people in Britain?</p> <p>Use details of the report and your knowledge to explain your answer. [7]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Comprehension only/general assertion. e.g. Source G is useful because it tells us about how civilians were attacked during the war.</p> <p>Level 2: Valid inference from the report unsupported by detail from it. e.g. Source G is useful because it tells us about how ordinary civilians were not safe in their own home during the war.</p>	<p>[0]</p> <p>[1-2]</p> <p>[2-3]</p>

Question Number		Mark
<p>5</p> <p>Cont'd</p>	<p>Level 3: Evaluates usefulness by commenting on the language/purpose of the report, supported by detail from it.</p> <p>e.g. Source G has limited use because it does not give an overall picture of the effect of the war on Britain. Everyone knew of a friend or loved one killed in the trenches. It only gives a narrow picture of 19 killed in Hull. It is also biased with language such as – ‘splendid troops’, ‘destruction by the Hun’.</p> <p>OR Evaluates usefulness through general contextual knowledge of the war, unsupported by detail from the report.</p> <p>e.g. It is useful because of the information it gives. Attacks on Britain began in 1914 when Scarborough was shelled and civilians in Britain no longer seemed safe. There were also restrictions on civilians – DORA.</p> <p>Level 4: Evaluates usefulness of the report against contextual knowledge of air attacks on civilians supported by detail from the report.</p> <p>e.g. It is useful because of the information it gives. The report tells how a Zeppelin dropped 32 bombs on Hull, killing 19 people. Zeppelin attacks on Britain began in 1915 and although they did not cause major damage or casualties they had a great psychological impact – civilians in Britain no longer seemed safe.</p>	<p>[4-6]</p> <p>[6-7]</p>
<p>6</p>	<p>All the sources, A to G</p> <p>‘Civilians in Britain suffered during the First World War.’</p> <p>How far do the sources in this paper support this statement?</p> <p>Use details of the sources and your knowledge to explain your answer.</p> <p>Remember to identify the sources you use. [12]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: General answers unsupported from the sources.</p> <p>e.g. Civilians were unsafe and suffered and women had jobs to do.</p> <p>Level 2: One-sided answer using relevant contextual knowledge unsupported from the sources.</p> <p>e.g. Civilians suffered in many ways – naval bombardment, Zeppelin raids, rationing, conscription, restrictions on alcohol.</p> <p>OR Uses the sources without addressing the question.</p> <p>e.g. Source A shows they wanted people to make munitions. Source B tells us that some people were selfish. Source G tells us that Hull was bombed by Zeppelins.</p> <p>Level 3: Balanced answer, using relevant contextual knowledge unsupported from the sources.</p> <p>e.g. The statement is true. Civilians suffered in many ways – Zeppelin raids, naval bombardment, rationing, conscription, restrictions on alcohol.</p> <p>However, there were good opportunities for women in factories and offices,</p>	<p>[0]</p> <p>[1-2]</p> <p>[2-3]</p> <p>[4-5]</p>

Question Number		Mark
6 cont'd	<p>especially after men were conscripted in 1916.</p> <p>Level 4: One-sided answer, with specified detailed support from the sources. e.g. The statement is true – civilians killed by Zeppelin raids, Source G, terrible working conditions, Source E, urged to eat less food, Source D, food riots and starvation Source C. If refers to one source only do not reward at top of level.</p>	[6-7]
	<p>Level 5: Balanced answer, with specified detailed support from the sources. e.g. The statement is true – civilians killed by Zeppelin raids, Source G, terrible working conditions, Source E, urged to eat less food, Source D, food riots and starvation Source C. On the other hand – there were opportunities for women, Source A, luxury living, Source B, interesting and enjoyable work, Source F. If support from one source per side only do not reward at top of level.</p>	[8-10]
	<p>Level 6: In addition to Level 5, addresses 'how far?' based on specific reference to the sources used in their answer.</p>	[11-12]
Paper Total		[50]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	2		4	6
2	2	1	6	9
3	2	1	4	7
4	2	2	5	9
5	2	1	4	7
6	2	2	8	12
Totals	12	7	31	50

General Certificate of Secondary Education

A972/22

History B: Modern World History

How far did British Society change
1950s–1970s?

Morning/Afternoon

Specimen Paper

Time: 1 hour 30
minutes

Additional Materials: Answer Booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet
- Study the background information and the sources carefully. You are advised to spend at least ten minutes doing this
- Answer **all** the questions
- Write your answers in black ink, in the answer booklet
- Write the numbers of the questions you have answered in the box on the front of the answer booklet

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **50**.

ADVICE TO CANDIDATES

- Read the question carefully. Make sure you know what to do before you start each answer

This document consists of **6** printed pages.

Section A

Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.

In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.

Answer **all** questions.

1 Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. **[6]**

2 Study Sources B and C.

Which source is more useful in telling you about the feelings of immigrants in Britain?
Use details of the sources and your knowledge to explain your answer. **[8]**

3 Study Source D.

How far do you trust this source? Use details of the leaflet and your knowledge to explain your answer. **[7]**

4 Study Sources E and F.

Which source do you think gives a more accurate view of the reception given to immigrants?
Use details of the sources and your knowledge to explain your answer. **[9]**

5 Study Source G.

Are you surprised that this photograph was published in 1968? Use details of the photograph and your knowledge to explain your answer. **[8]**

6 Study **all** the Sources.

‘The British welcomed immigrants in the 1950s and 1960s’.

How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. **[12]**

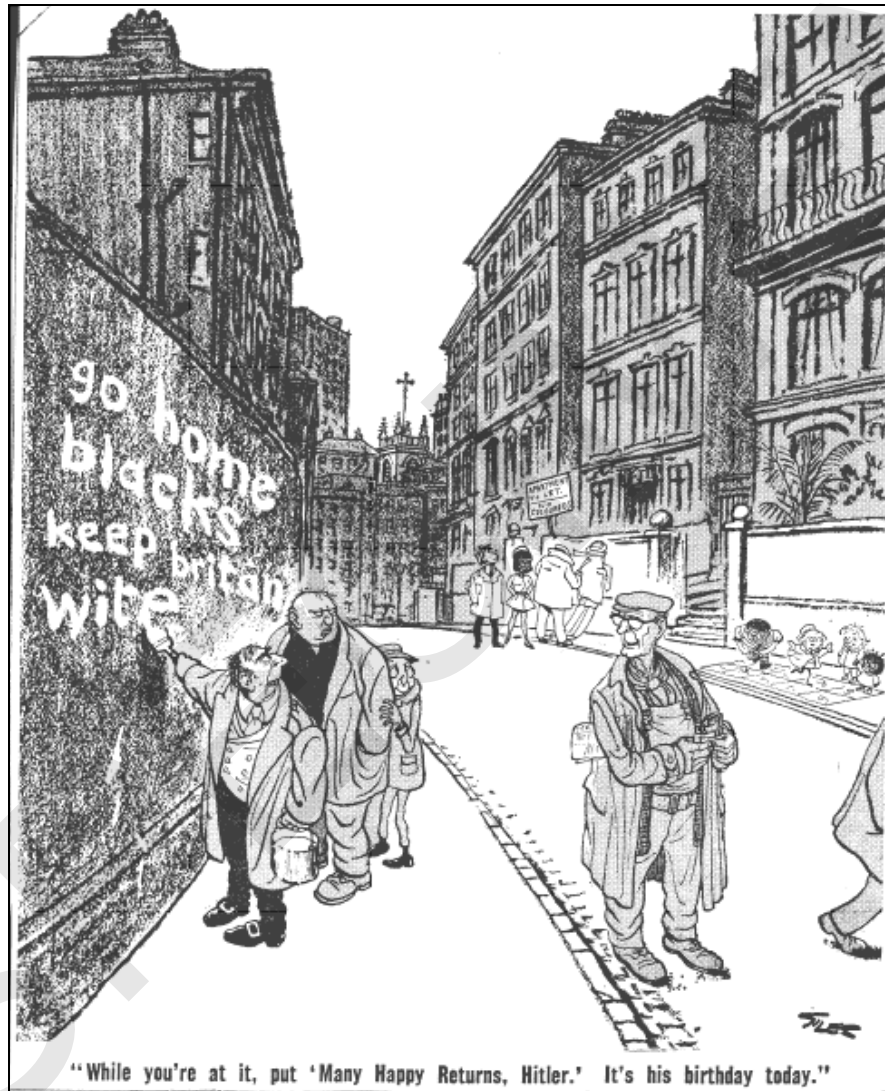
[Total: 50]

Immigration

Background Information

Immigration to Britain from her old empire was nothing new. During the 1950s and 1960s, however, the number of Commonwealth immigrants from the Caribbean, India, Pakistan and East Africa increased dramatically. They saw Britain as a land of opportunity, but were they welcomed by the British?

Source A



A British newspaper cartoon, 1967.

[Turn over

Source B

I was in love with Britain and that love only grew when I came here from the Caribbean in the 1950s. I was employed by the National Health Service as a midwife. I loved the clean hospitals, the efficiency and order. I hated the disorder I had left behind. But my feelings of pride and love were beaten down again and again by racism, ignorance and abuse. Such unfairness to us Christian people who had fought in the war with the best of them.

A West Indian woman being interviewed in the late 1990s. She was speaking about her experiences in the 1950s and 1960s.

Source C

Father came to Britain in 1948 and then soon after I came with my mother. In London she worked for the first time in her life outside our home, in a sewing workshop with a Jewish refugee from Germany and an Irish woman. The other workers there were among her closest friends all the time she was in England. I used to listen to her talking with a feeling of surprise. Never, in my experience, had she talked so much. She laughed a lot too. I'd probably never seen her so happy as in those times when her life was changing so much.

A West Indian writing in 1999 about his mother's experiences in Britain in the 1950s and 1960s.

Source D

Chandra Lal listened to the tales of high wages earned in the factories of Britain. His own uncle regularly sent home money and wrote of life in the industrial Midlands, where the shops were full and nobody went hungry. So, Chandra left his village in India and went to Britain. It was winter when he arrived and the cold wind bit through his thin cotton clothing. Chandra shivered, but found no work because he was not skilled. He went on shivering for four months and at last found a labouring job in Bradford. But Chandra is one of the lucky ones, for there are thousands of other Indians and Pakistanis without work. They think longingly of their villages and the wives and children they left behind.

A British government leaflet published in India in 1958.

Source E

A photograph taken by a journalist of West Indian immigrants arriving at London's Waterloo station in December 1961.

Source F

In 1962 I left Pakistan and went to Nottingham. I knew I wasn't going to get any better job than being a British Railway cleaner. I had seen qualified people from my country who had been teachers and barristers and none of them got proper work. They were labourers, bus conductors and railway cleaners like me. Many times we could read and write much better than the people who were in charge of us. They knew I had been a Customs Inspector in Pakistan, but that didn't matter.

A male immigrant interviewed in the late 1980s about his experiences in the 1960s.

Source G

*A photograph published in a London newspaper in May 1968.
('P.M. refers to the position of Prime Minister.)*

Copyright Acknowledgements:*Sources:*

Source A: Daily Express, 20 April 1967, British Cartoon Archive, Kent University, Ref.11083

Source B: *Who Do We Think We Are? Imagining the New Britain* by Yasmin Alibhai-Brown (Penguin Books 2001)
Copyright © Yasmin Alibhai-Brown, 2002. Reproduced by permission of Penguin Books Ltd.

Source C: Phillips, *Windrush*, Harper Collins, 1999

Source D: Crown Copyright © 1958.

Source E: West Indian immigrants arriving 1961, Getty Images, Ref. 75392197

Source F: Sandbrook, 'Never Had It So Good' Abacus 2006

Source G: Evening Standard 1 May 1968, Getty Images, Ref 2664230

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The maximum mark for this paper is 50.

SPECIMEN

Question Number		Mark
1	<p>Source A What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [6]</p> <p>Level 1: Description of surface detail/general assertion. e.g. A man is writing a slogan on a wall and a passer-by comments about Hitler.</p> <p>Level 2: Focus is a minor message of the cartoon, unsupported by detail from it. e.g. There are people in Britain who do not want immigrants.</p> <p>Level 3: Focus is main message of the cartoon, unsupported by detail from it. e.g. Racist opponents of immigration are fascists and poorly educated.</p> <p>Level 4: Focus is main message of the cartoon, supported by detail from it. OR from contextual knowledge. e.g. Racist opponents of immigration are fascists and poorly educated. A man walking by identifies the slogan writers as fascists with a sarcastic comment about Hitler's birthday. Poor spelling in the slogan, <i>britan</i> and <i>wite</i>, shows them to be poorly educated.</p> <p>Level 5: Focus is main message of the cartoon, supported by detail from it and put into context. e.g. Racist opponents of immigration are fascists and poorly educated. A man walking by identifies the slogan writers as fascists with a sarcastic comment about Hitler's birthday. Poor spelling in the slogan, '<i>britan</i>' and '<i>wite</i>', shows them to be poorly educated. The context for the cartoon is the formation in 1967 of the National Front – end Immigration</p>	<p>[1]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[4-5]</p> <p>[6]</p>
2	<p>Sources B and C Which source is more useful in telling you about the feelings of immigrants in Britain? Use details of the sources and your knowledge to explain your answer. [8]</p> <p>Level 1: Comprehension only/general assertion. e.g. Source B tells us about working in NHS hospitals and racism. Source C tells us about a sewing workshop and being happy. If refers to one source only do not reward at top of level.</p> <p>Level 2: Usefulness depends on type of source. e.g. Source B more useful - a direct memory of an immigrant nurse. Source C is only a son's memory of what his mother felt as an immigrant.</p>	<p>[1-2]</p> <p>[3-4]</p>

Question Number		Mark
<p>2 Cont'd</p>	<p>OR Details of the sources are matched/contrasted, but no/invalid comment on usefulness. If refers to one source only do not reward at top of level.</p> <p>Level 3: Valid comment on usefulness of a source/s supported by detail from it/them. OR from contextual knowledge. e.g. Source B useful – loyalty to Britain of immigrants ‘I was in love with Britain’, but ‘racism and abuse’ soured their feelings. Source C – the happy times a woman experienced in England, ‘never seen her so happy’. However, only a son’s memory and his mother working with other immigrants, ‘a Jewish refugee from Germany’, not people born in England. If refers to one source only do not reward at top of level.</p> <p>Level 4: Evaluates usefulness of one source based on contextual knowledge, supported by detail from the source. e.g. Source B useful – loyalty to Britain of immigrants ‘I was in love with Britain’, but ‘racism and abuse’ soured their feelings. Context - skilled Caribbean immigration encouraged, nurses for developing NHS, and expectation that having helped in WW2 West Indians would be welcomed.</p> <p>Level 5: Compares the usefulness of both sources by evaluating them in context supported by detail from both sources. e.g. Source B more useful insight – broader experience in hospitals and change of attitude, ‘feelings of pride and love were beaten down’. Context of increasing violent racism – Notting Hill and Nottingham 1958. Source C – narrower experience, only worked outside the home for first time in London and sewing shop workers her closest friends, but happy experience and pride not unusual – 1957 first Notting Hill carnival.</p>	<p>[5-6]</p> <p>[6-7]</p> <p>[7-8]</p>
<p>3</p>	<p>Source D How far do you trust this source? Use details of the leaflet and your knowledge to explain your answer. [7]</p> <p>Level 1: Comprehension only/general assertion. e.g. Chandra Lal left his village in India to earn good money in Britain, but found it hard to get a job.</p> <p>Level 2: Valid inference/s about trust unsupported by detail from the leaflet. e.g. Trust because - British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. OR Makes contextual reference without inference. e.g. Commonwealth citizens had unrestricted right of entry to Britain.</p>	<p>[1-2]</p> <p>[2-3]</p>

Question Number		Mark
<p>3 Cont'd</p>	<p>Level 3: Valid inference/s about trust supported by detail from the leaflet. e.g. Trust because - British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. Hence story of Chandra Lal who was unprepared for the British winter and was unemployed because he was unskilled.</p> <p>Level 4: Evaluates purpose of the leaflet, supported by detail from it. e.g. British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. Hence the story of Chandra Lal unprepared for the British winter and unemployed because he was unskilled. However, the leaflet is meant to deter immigration and uses emotive language 'cold wind bit through his thin cotton clothing'.</p> <p>Level 5: Evaluates purpose of the leaflet, supported by detail from it and put into context. e.g. British government concerned that people overseas had unrealistic expectations of life in Britain and wanted them to know the problems. Hence the story of Chandra Lal unprepared for the British winter and unemployed because he was unskilled. However, the leaflet is meant to deter immigration because the post-war British economy needed skilled workers and the government was worried about unrestricted immigration from India and Pakistan. So, limited trust in the leaflet.</p>	<p>[4-5]</p> <p>[5-6]</p> <p>[6-7]</p>
<p>4</p>	<p>Sources E and F. Which source do you think gives a more accurate view of the reception given to immigrants? Use details of the sources and your knowledge to explain your answer. [9]</p> <p>Level 1: Description of surface detail/general assertion. e.g. Source E - smiling West Indian immigrant is welcomed to Britain. Source F - Pakistan immigrants could only get low status jobs. If refers to one source only do not reward at top of level.</p> <p>Level 2: Accuracy depends on type of source. e.g. Source E more accurate because as a photograph it actually shows people and we can see what happened in 1961. Source F a personal memory twenty years after about only being able to get a low status job despite being well qualified.</p> <p>OR Details of the sources are matched/contrasted, but no/invalid comment on accuracy. If refers to one source only do not reward at top of level.</p>	<p>[1-2]</p> <p>[3-4]</p>

Question Number		Mark
<p>4 Cont'd</p>	<p>Level 3: Valid comment on accuracy of a source/s supported by detail from it/them. OR from contextual knowledge. e.g. Source E accurate as a photograph, shows people and we can see what happened in 1961, friendly people with 'welcome to Britain' signs. However, limitations of a photograph and only shows one West Indian arriving. Source F remembers leaving Pakistan and trying to get work in Nottingham, but disappointed like many other qualified immigrants in only being able to get a cleaning job. This is a memory twenty years later, but it does have detail. If refers to one letter only do not reward at top of level.</p> <p>Level 4: Evaluates accuracy of one source by contextual knowledge or cross-reference, supported by detail from the source. e.g. Source F remembers leaving Pakistan and trying to get work in Nottingham, but disappointed like many other qualified immigrants in only being able to get a cleaning job. This accurately reflects the experience of many Commonwealth immigrants and some of the difficulties they faced are illustrated in Source A.</p> <p>Level 5: Evaluates accuracy of one source based on purpose in context supported by detail from the source. e.g. Source E accurate as a photograph, shows people and we can see what happened in 1961, friendly people with 'welcome to Britain' signs. Purpose – promote good race relations in context of tension which existed since 1958 race riots in London and Midlands.</p> <p>Level 6: Compares accuracy of both sources by evaluating them in context supported supported by detail from both sources. e.g. Judgement based on evaluation examples at L4 and L5.</p>	<p>[4-5]</p> <p>[6-7]</p> <p>[7-8]</p> <p>[8-9]</p>
<p>5</p>	<p>Source G Are you surprised that this photograph was published in 1968? Use details of the photograph and your knowledge to explain your answer. [8]</p> <p>Level 1: Description of surface detail/general assertion. e.g. A man is walking past a slogan painted on a wall.</p> <p>Level 2: Valid inference from the photograph unsupported by detail from it. e.g. There was a debate about who should lead Britain.</p>	<p>[1-2]</p> <p>[2-3]</p>

Question Number		Mark
<p>5 Cont'd</p>	<p>Level 3: Not surprised - in context, supported from the photograph. e.g. No, there was much discussion of immigration and race relations. Powell was a politician who wanted to stop immigration and the photograph highlighted the debate – his name on the wall, ‘Powell for P.M.’ and black man walking by.</p> <p>Level 4: Surprised - in context, supported from the photograph. e.g. Yes, there was much discussion of immigration and race relations and tension was increased by Powell’s ‘Rivers of Blood’ speech in Birmingham in April 1968. Consequently, publishing the photograph of the slogan on the wall, ‘Powell for P.M.’, and a black man could have been insensitive.</p> <p>Level 5: Surprised and not surprised - in context, supported from the photograph. e.g. No, there was much discussion of immigration and race relations. Powell was a politician who wanted to stop immigration and the photograph highlighted the debate. However, Yes, there was so much tension created by Powell’s ‘Rivers of Blood’ speech in Birmingham in April 1968 that publishing the photograph of the slogan on the wall, ‘Powell for P.M.’, and a black man could have been insensitive.</p>	<p>[4-5]</p> <p>[5-6]</p> <p>[7-8]</p>
<p>6</p>	<p>All the sources, A to G ‘The British welcomed immigrants in the 1950s and 1960s.’ How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. [12]</p> <p>Level 1: General answers unsupported from the sources. e.g. Although immigrants looked forward to coming to Britain they were not always welcomed.</p> <p>Level 2: One-sided answer using relevant contextual knowledge unsupported from the sources. e.g. Immigrants were welcomed because of their willingness to take low status jobs and also provide nursing and medical skills in the developing NHS.</p> <p>OR Uses the sources without addressing the question. e.g. Source A shows slogans painted on a wall. Source B tells us that a West Indian woman loved working in British hospitals. Source F tells us about the different jobs Pakistan immigrants did.</p>	<p>[1-2]</p> <p>[2-3]</p>

Question Number		Mark
6 Cont'd	<p>Level 3: Balanced answer, using relevant contextual knowledge unsupported from the sources. e.g. Immigrants were welcomed because of their willingness to take low status jobs and also provide nursing and medical skills in the developing NHS. However, 1958 race riots in London and Midlands. 1962 Commonwealth Immigrants Act ended 'open door' policy of unrestricted entry to Britain.</p>	[4-5]
	<p>Level 4: One-sided answer, with specified detailed support from the sources. e.g. Immigrants were welcomed: Source C 'She laughed a lot...never seen her so happy'. Source E 'Welcome to Britain' signs greeted West Indian immigrants in 1961. If refers to one source only do not reward at top of level.</p>	[6-7]
	<p>Level 5: Balanced answer, with specified detailed support from the sources. e.g. Immigrants were welcomed: Source C 'She laughed a lot...never seen her so happy'. Source E 'Welcome to Britain' signs greeted West Indian immigrants in 1961. On the other hand there was hostility: Source A slogan on wall 'go home blacks'. Source B 'feelings of pride beaten down by racism'. Source F qualified people from Pakistan could not get proper work. If support from one source per side only do not reward at top of level.</p>	[8-10]
	<p>Level 6: In addition to Level 5, addresses 'how far?' based on specific reference to the sources used in their answer.</p>	[11-12]
Paper Total		[50]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1	2		4	6
2	2	1	5	8
3	2	1	4	7
4	2	2	5	9
5	2	1	5	8
6	2	2	8	12
Totals	12	7	31	50

General Certificate of Secondary Education

A973 CA

History B: Modern World History

Representations and Interpretations

Significance

Specimen controlled assessment task

INSTRUCTIONS FOR TEACHERS

- Please refer to Section 5 of the History B specification for instructions on completing controlled assessment tasks.
- The enclosed tasks are examples of possible areas of study.
- There are two Tasks for candidates to complete for this component.
- The total number of marks for each Task is **25**.

Task 1: Representations and Interpretations

This task tests Assessment Objective 3 [25 marks]

- 1 (a)** Choose one of these representations and interpretations of **X**.
Explain in detail the impression it gives of **X**. Explain how it does this.
- (b)** Study the other representations and interpretations of **X**.
How far do they give different impressions of **X** from that given by the one you wrote about in **(a)**? Explain your answer.
- (c)** 'These representations and interpretations disagree about **X** because they were produced for different audiences.' Do you agree with this statement? Explain your answer.
- [25]**

Task 2: Significance

This task tests Assessment Objectives 1 and 2 [AO1: 10 marks, AO2: 15 marks].

- 2 (a)** Briefly describe the work of (or the main features of) **X**.
- (b)** Explain why **X** was important in...
- (c)** How far was **X** more important than other factors (or individuals) such as **Y** and **Z** in bringing about...? Explain your answer.
- [25]**

A973: Specimen Controlled Assessment Task

Specimen Guidance for candidates

The maximum mark for these tasks is **50**.

SPECIMEN

GUIDANCE FOR CANDIDATES

Task One: Representations and Interpretations.

- make sure you support your answer to (a) with detailed references to the representation or interpretation you are using.
- in (b) make sure you look for, and explain different and similar impressions - directly compare the different representations and interpretations with the one you wrote about in (a)
- use your knowledge of the topic to help explain your answers
- in (c) make sure you focus on explaining why the representations and interpretations differ
- try and explain a number of different reasons why they differ - do not write only about different audiences
- you can explain reasons for agreeing and disagreeing with the statement!
- you should aim to write about 1000 words.

Task Two: Significance

- keep your answer to (a) brief - just describe the main points
- make sure you write an explanation in your answer to (b). Do not write a description. Try and write about different reasons why X was important e.g. did X affect many people, did X have an impact that lasted a long time?
- make sure you compare factors(or individuals) in your answer to (c).
- in (c) you must try compare the importance of X with the importance of other factors. Make sure you reach a conclusion that is supported by your explanations and arguments. you should aim to write no more than 1 000 words in total. You should try and use at least 500 of these words in your answer to (c).

GCSE

HISTORY B

J417

A973: Specimen Controlled Assessment Task

Specimen Teachers Notes

The maximum mark for these tasks is **50**.

SPECIMEN

INSTRUCTIONS FOR TEACHERS

Candidates can complete the following tasks in any order and at any time during the course of study. It is expected, however, that candidates will complete these tasks either towards the end, or immediately after, the completion of the relevant learning programme. Candidates should have completed a learning programme based on one of the following:

- The Role of the Individual in History
- The Role of a Factor in History
- A Modern World Study
- A Study in Depth.

It is important that the learning programme is designed to allow candidates to acquire and develop the relevant knowledge, understanding and skills. Teachers should take note of the targets for each task and study the requirements of the mark scheme before planning the learning programme.

Candidates have to complete two tasks, one on Representations and Interpretations and one on Significance.

- **Representations and Interpretations:** during the learning programme candidates should have the opportunity to study, interpret, compare, explain and evaluate a range of representations and interpretations. A range of different types should be used e.g. cartoons, posters, advertisements, film and written. Some should be from the period studied but some might have been produced after the period. During the learning programme candidates should develop the following skills and understanding:
 - (i) Knowledge and understanding of different interpretations and representations
 - (ii) The reasons for different interpretations and representations
 - (iii) Making judgements about the relative merits of different interpretations and representations.

Candidates should also have knowledge and understanding of the main events, developments and individuals of the topic studied.

- **Significance:** the concept of significance should be addressed during the learning programme. Candidate should be introduced to:
 - (i) The different criteria for judging significance
 - (ii) Applying these criteria in an informed way to reach and support judgements about significance.

Candidates should also have knowledge and understanding of the main events, developments and individuals of the topic studied.

It is expected that candidates will complete the tasks in normal lesson time over a number of weeks. It is recommended that candidates are allowed 20 hours to complete the two tasks (10 hours per task). It is expected that candidates will use 6 hours for preparation of each task. This

might include: research, note taking, planning and drafting. The writing-up of the final piece of work for each task should take about 4 hours.

It is the responsibility of Centre staff to ensure that the work that candidates produce is their own individual work. It should be completed under direct teacher supervision. Detailed guidance on the controls that should be set in place are given on page ? of the Specification.

The tasks will need to be adapted so that they are relevant to the historical content of the learning programme followed by the candidates:

- **Representations and Interpretations:** adaptation will include the selection of 5-6 representations and interpretations. These should include pictorial as well as written representations interpretations. They could include representations and interpretations produced over time, and in a variety of forms for different purposes and different audiences. It is important that the representations and interpretations used are accessible and enable candidates to reach any of the Bands in the mark scheme. If it is found that the representations and interpretations used for parts (a) and (b) of the task do not provide enough issues for the candidates to produce good answers to part (c), it is possible to change some of the representations and interpretations for part (c). The representations and interpretations used in this task should not have been studied as part of the learning programme.
- **Significance:** adaptation might include the naming of a particular event, individual, belief, development or factor for part (a) In part a development or achievement that the factor contributed to will need to be identified. In part (c) the focus can be switched to another factor if there is a danger of too much overlap with parts (a) and (b). The main adaptation to be implemented for (c) is the identifying of two other factors to allow candidates to investigate and reach conclusions about relative significance.

It is important that the overall nature of the questions and their targets are changed. The questions on Representations and Interpretations must ask candidates to explain one, compare 5-6, and explain reasons for differences. The questions on Significance must require candidate to describe a factor, explain its importance and reach conclusions about relative significance.

The guidance for candidates has been designed to help candidates and should be handed to candidates with the adapted versions of the questions.

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SPECIMEN

GCSE

HISTORY B

J417

A973: Specimen Controlled Assessment Task

Specimen Mark Scheme

The maximum mark for these tasks is **50**.

SPECIMEN

How to use the mark schemes

- Each band descriptor covers all the relevant assessment objectives for the task.
- The descriptors should be read and applied as a whole.
- The candidate's three responses within the task should not be assessed separately - they should be assessed as one answer.
- Make a best-fit match between the answer and the band descriptors.
- An answer does not have to meet all the requirements of a band descriptor before being placed in that band. It will be placed in a particular band when it meets more of the requirements of that band than it meets the requirements of other bands.

When deciding the mark within a band, the following criteria should be applied:

- the extent to which the statements within the band have been achieved;
- the quality of written communication.

For example:

- an answer that convincingly meets nearly all the requirements of a band descriptor should be placed at or near the top of that band
- an answer that meets the requirements of many of the requirements of the band descriptor but never does so in a convincing manner should be placed in the middle of the band.

If an answer is on the border line between two bands but it is decided that it fits better the descriptors for the lower of these two bands, then it should be placed near the top of that band.

Controlled Assessment Mark Scheme: Significance

BAND 5: 22 - 25 marks

Candidates:

- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions.
- Demonstrate a good understanding of the significance of key features, events, individuals or situations in a broad context, and in the short and the long term. They make sound use of criteria in reaching conclusions about significance. They produce well-developed, well-reasoned and well-supported analyses, explanations, arguments and historical conclusions. They also analyse, as a central feature of the work, a range of factors and interrelationships in the periods, societies and situations studied.
- Select and deploy relevant and accurate contextual knowledge to effectively support their answers.

BAND 4: 16 - 21 marks

Candidates:

- Select a range of relevant information which is generally well-organised and deployed relevantly.
- Demonstrate a sound understanding of the significance of key features, events, individuals or situations including some awareness of the broad context and of short and long term considerations. They make some use of criteria in reaching conclusions about significance. They produce developed, reasoned and supported analyses, explanations, arguments and historical conclusions. They also consider a range of factors and interrelationships in the periods, societies and situations studied.
- Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers.

BAND 3: 12 – 15 marks

Candidates:

- Select and organise information, much of it deployed relevantly.
- Demonstrate some understanding of the significance of key features, events, individuals or situations with a limited awareness of the broad context or of short and long term considerations. They identify valid criteria for making conclusions about significance but may not always use them in their explanations. They produce structured descriptions and explanations. They produce conclusions but these are not always well substantiated. Some attempt is made to consider a range of factors or interrelationships in the periods, societies and situations studied.
- Select some relevant contextual knowledge and mostly deploys it relevantly to support parts of their answers.

BAND 2: 7 – 11 marks

Candidates:

- Select and organise some relevant knowledge.
- Describe key features, events, individuals or situations and make assertions about their significance. There is some structure in their descriptions. Their conclusions are not supported. A few other factors are briefly mentioned.
- Demonstrate some contextual knowledge but this is limited and not used relevantly

BAND 1: 0 - 6 marks

Candidates:

- Demonstrate limited ability to select and organise information.
- Describe a few key features, events, individuals or situations. Their work contains some relevant material but this is not often deployed relevantly. The issue of significance is barely mentioned.
- Demonstrate little relevant contextual knowledge.

Controlled Assessment Mark Scheme: Representations and Interpretations**BAND 5: 22 - 25 marks**

Candidates:

- Show a good understanding of a range of representations and interpretations. They demonstrate a high level of ability to interpret, and infer from, representations and interpretations, and to clearly explain several differences and similarities across a range of representations and interpretations.
- Show a good understanding of why events, people or issues have been interpreted and represented in different/similar ways. They make good use of some of the following in their explanations: purpose, audience, context, medium, access to information.
- Select and deploy relevant and accurate contextual knowledge to effectively support their answers.

BAND 4: 16 - 21 marks

Candidates:

- Show a satisfactory understanding of a range of representations and interpretations. They demonstrate the ability to interpret, and infer, from representations and interpretations, and to explain some differences and similarities across several representations and interpretations.
- Show sound understanding of why events, people or issues have been interpreted and represented in different/similar ways. They can make some valid use of at least one of the following in their explanations: purpose, audience, context, medium, access to information.
- Select and deploy mostly relevant and accurate contextual knowledge to support parts of their answers.

BAND 3: 12 – 15 marks

Candidates:

- Show some understanding of some representations and interpretations. They demonstrate the ability to make some inferences from representations and interpretations, and to explain some basic differences and similarities across at least two representations or interpretations. However, some of their work might use surface readings of the representations and interpretations.
- Show some understanding why events, people or issues have been interpreted and represented in different/similar ways. They can identify some of the following reasons but do not always explain them: purpose, audience, context, medium, access to information.
- Select some relevant contextual knowledge and mostly deploys it relevantly to support parts of their answers.

BAND 2: 7 – 11 marks

Candidates:

- Show understanding of representations and interpretations at a surface level. They can describe some features of the representations and interpretations.
- Can identify differences/similarities between ways in which events, people or issues have been represented and interpreted, and can begin to identify some of the reasons for these differences although some of the answer will be description.
- Demonstrate some contextual knowledge but this is limited and not used relevantly.

BAND 1: 0 - 6 marks

Candidates:

- Describe a few surface features of representations and interpretations.
- Attempt to identify differences/similarities between ways in which events, people or issues have been represented and interpreted.
- Demonstrate little relevant contextual knowledge.

Assessment Objectives Grid (included QWC)

Task 1	AO1	AO2	AO3	Total
1			5	
2(a)			7	
2(b)			13	
Task 2	3	3		
2(a)	3	5		
2(b)	4	7		
Total	10	15	25	50